

# South Holderness Technology College



## COLLEGE PROSPECTUS

### INTRODUCTION

This information is to ensure that parents and carers are provided with the latest information about the college in line with the latest regulations regarding prospectus information.

**Joint Chair of Governors:** Mrs Joan Richardson & Mr Mervyn King  
**Contact Address:** c/o South Holderness Technology  
 College, Station Road, Preston,  
 East Riding of Yorkshire, HU12 8UZ

**Headteacher:** Mrs E L Croft

**Deputy Headteacher:** Mr G Truran

### COLLEGE AIMS

The college ethos and values are enshrined in our aims:

## “Achieving Excellence Together”

### *We aim to:*

- **provide a high quality education** so each student achieves the success of which he or she is capable.
- **provide a safe, caring, disciplined and stimulating environment** in which each individual is challenged and enriched by learning within a culture of mutual respect.
- **actively contribute to all aspects of each student’s life** and develop the social and emotional aspects of learning.
- **prepare each student for a fulfilling, happy and successful life** as an active citizen in a global and sustainable society.
- **engage in positive partnership with all parents** to support and celebrate each student’s learning and development.
- **work with other schools, colleges, employers, support services and the wider community** to ensure that provision is as good as it can be for all.
- **support the professional development of staff** to fulfil the needs of the individual and the college.

# KEY PERFORMANCE INDICATORS

## EXAMINATION RESULTS

Examination results have shown an overall positive trend over several years.

Examination results in 2016 were the best the College has ever gained in terms of 60% students achieved a GCSE in both Maths and English.

Below are the statistics for the end of each Key Stage 4-5:

### KEY STAGE 4 – GCSE/LEVEL 2 QUALIFICATIONS

GCSE/Level 2	% Entered 5+ GCSE	% Achieving A*-C in English & Maths	% Achieving 5 A*-C in English & Maths	% Achieving 5+ A*-G	% Achieving 1+ A*-G
<b>2014</b>	100	58	58	94	100
<b>2015</b>	98	43	43	96	100
<b>2016</b>	99.7	60	56	98	100

### KEY STAGE 5 – A Level (A2) RESULTS

A2 Results	UCAS Points score per entry	% A*	% A	% B	% C	% D	% E	% U	Overall % pass rate
<b>2014</b>	27.54	4	8	22	33	25	8	0	99.8
<b>2015</b>	27.53	3	13	26	32	21	4.5	0.5	99.6
<b>2016</b>	31.58	3	16	21	25	21	12	0.3	99.7

Further details about the performance of the college can be found on the DfE website in the national performance tables.

### Y11 DESTINATIONS 2015

SHTC Sixth Form	Other Further Education	Employment	Training	Apprenticeship	Other
31.3%	54%	1.5%	0.4%	10.2%	2.6%

### Y13 DESTINATIONS 2015

Higher Education	Further Education	Employment	Training	No Employment/ Training	Other
85%	7%	3%	3%	0%	2%

### ATTENDANCE 2015/16

	Year 7	Year 8	Year 9	Year 10	Year 11	All
<b>% Attendance</b>	95.3	94.2	93.5	94.4	94.9	94.5
<b>% Authorised Absences</b>	4.3	5.4	5.7	5.1	4.6	5.0
<b>% Unauthorised Absences</b>	0.4	0.4	0.8	0.5	0.5	0.5

# COLLEGE POLICIES

**PLEASE NOTE: Copies of all policies summarised in this document can be accessed via the college website ([shtc.org.uk](http://shtc.org.uk))**

## **CURRICULUM POLICY**

There is a brief description of our curriculum policy in the accompanying brochure which summarises the full policy on the website. Details of all the subjects and courses offered in KS4 can also be found on the website.

## **CITIZENSHIP, PERSONAL, SOCIAL & HEALTH EDUCATION (Personal Skills)**

### **Summary:**

At SHTC both the statutory and non-statutory elements of “**Education for Citizenship & PSHE**” are recognised as a core part of a young person's full educational entitlement and essential to the personal development of each young person. This policy aims to provide for a coherent pattern of learning experiences but realises the Ci&PSHE is not a subject in the traditional sense but more a collection of learning opportunities, experiences and outcomes that will impact on the development of individuals and the school as a whole.

The aims of the Education for Citizenship & PSHE curriculum at SHTC are to enable young people to:

- gain knowledge and understanding about the basis of cultural heritage and the development of different communities through a cross curricula input and community involvement.
- develop their self-confidence and decision making skills.
- enquire about differences, injustices, rights and responsibilities within their own and the wider community.
- gain an appreciation of the necessary part they play within the community of our college and how this is reflected in the wider community.
- learn about institutions, issues, problems and practices of our democracy.

### **A statement on the delivery of the Education for Citizenship & PSHE curriculum**

Education for Citizenship & PSHE education will be delivered according to the guidance from the National Curriculum programmes of study at Key Stages 3 and 4. The principle method of delivery will be via a timetabled lesson called “Citizenship”. This will be complemented in Key Stage 4 by a careers support programme delivered by specialist teachers.

The main aim will be to ensure that students reach, according to their ability, the levels of understanding as stated in the National Curriculum for each key stage. In addition to timetabled lessons, Citizenship and PSHE themes will be covered through other core and foundation subjects (eg Science, Philosophy & Ethics, Humanities).

## **SEX EDUCATION POLICY**

### **Rationale**

South Holderness Technology College supports the personal and social development of all students, ensuring that they have the ability to accept their own and others’ sexuality, to express their sexuality in positive and appropriate ways, and to enjoy relationships based on mutual respect and responsibility. Students need to be given information, and opportunities for discussion, which will enable them to be able to explore their own feelings and to make informed choices as a result.

The Sex Education Policy and all teaching programmes employed are guided by the “*Sex and Relationship Education Guidance*” which sets out the legal powers and duties of school governors and staff with regard to the content and methodology of Sex Education in schools. Parents do have the right to opt out of these lessons for their child should they put this in writing to the Headteacher.

## **LEARNING AND TEACHING POLICY**

The learning and teaching policy is intended to help promote consistency and high standards of Learning and teaching across SHTC. The college aims to provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential. This will include varied learning and

teaching styles, differentiation to cater for individual needs, and a working environment that is stimulating, celebratory and interactive.

The college strives to:

- Raise individual student achievement by encouraging students to strive for excellence in academic endeavour, art, sport, music, enterprise and drama and to pursue with enthusiasm programmes of work.
- Create pride in achievement and a desire to succeed.
- Provide the best opportunities for our students, to ensure they have an equal right to pursue common goals. Gender, class, race or disability will present no obstacles to the highest achievement for all.
- Encourage students to pursue with enthusiasm their programmes of study, by involving them in activities, by supporting them in difficulties and by constantly seeking to give praise and encouragement.
- Develop independent young people with enquiring minds who want to learn more each day and who are confident, flexible and able to cooperate with others.

## **ASSESSMENT AND REPORTING POLICY**

Students are assessed throughout each year via a range of strategies to monitor progress which range from verbal feedback, marking of work and a range of formal and informal assessments. Progress grades are provided for parents/carers on a termly basis and an annual report is provided for each student.

Student progress is monitored throughout each year by a range of staff including class teachers, Heads of Faculty, Deputy and Assistant Heads of Faculty, form tutors, Pastoral Managers, Progress Leaders and members of the Senior Leadership Team. Intervention strategies are used at various stages and levels in order to support students in achieving their potential.

For further information – please refer to the full Assessment and Reporting Policy – November 2016

## **COMMUNICATIONS**

We want to ensure good communications with parents and carers.

- For basic information** - Please use the website: [www.shtc.org.uk](http://www.shtc.org.uk)
- If your child is absent** - Please telephone **01482 899315** and follow the prompts to speak to your child's Pastoral Manager
- We will use an automated first-day response system where we do not have notification of an absence.

### **Letters**

Letters are sent to parents as needed. Increasingly, parents have been signing up to 'Schoolcomms' which enables the college to send all letters directly to parents' email addresses. This has proved to be very successful.

### **Newsletters**

We have re-introduced the termly newsletter which will be sent to all parents/carers towards the end of each term. The most recent edition is available as a PDF file on the college website.

### **Progress Updates**

Parents/carers are sent information on each student's progress (grades) three times per year (ie on a termly basis). A full report is sent once per year. If there are specific concerns about progress, then the appropriate Pastoral Manager should be contacted.

### **Parents' Consultations**

This year the following times have been arranged for parents to consult with appropriate staff regarding students' progress:

- YEAR 7** - Parents' Evening (Thursday 11<sup>th</sup> May 2017, 4.30-7.30pm)
- YEAR 8** - Parents' Evening (Tuesday 31<sup>st</sup> January 2017, 4.30-7.30pm)
- YEAR 9** - Parents' Evening (Tuesday 24<sup>th</sup> January 2017 4.30-7.30pm)
- YEAR 10** - Parents' Evening (Wednesday 22<sup>nd</sup> March 2017, 4.30-7.30pm)

- YEAR 11** - Parents' Evening (Thursday 20<sup>th</sup> October 2016, 4.30-7.30pm)  
**YEAR 12/13** - Parents' Evening (Wednesday 16<sup>th</sup> November 2016 4.30-7.30pm)

## Queries

We find that email is a very reliable form of communication for dealing with queries and concerns. **A list of key staff with contact number/email address is available on the college website ([www.shtc.org.uk](http://www.shtc.org.uk))**. Please be aware that most of the staff listed also teach for a significant proportion of the week and may not be able to deal with your enquiry immediately.

## EQUAL OPPORTUNITIES POLICY

The aim of the college Equal Opportunities Policy is to ensure that all students have the equality of opportunity to achieve their potential.

South Holderness Technology College is committed to equality of opportunity and our aim is to ensure that all students are provided the opportunity of a broad and balanced education regardless of gender, disability, race, sexuality and economic or social background.

The policy provides the framework for managing equal opportunities and creating an ethos where genuine equality of opportunity flourishes. The college operates the single equality scheme.

How the policy impacts upon everyone at the college is set out in the full Equality Policy.

The policy has a focus on the promotion of equal opportunities for students. The college follows the Local Authority policies in relation to ensuring equal opportunities for staff.

The policy was constructed in accordance with legislation:-

- Sex Discrimination Act 1975 as amended 2003
- The Race Relations Act 1976 as amended 2000
- Disability Discrimination Act 1995 as amended 2001, 2003
- Prevention of Harassment Act 1997
- Human Rights Act 1998
- Race Relations Amendment Regulations 2003
- Disability Equality Duty (2005)
- Equality Act (2006)
- The Public Sector Equality Duty as part of the Equality Act that came into force in April 2011

## INCLUSION POLICY

The college has an Inclusion Policy which sets out our approach to the Disability Discrimination Act 1995, Special Needs Education and support for vulnerable students (eg Looked After Children) and racism.

## Special Educational Needs

The regulations for admitting children to the college do not refer to a child's ability.

Transition meetings take place throughout the year with our feeder primary schools. The Special Educational Needs and Disabilities Coordinator (SENDCO) or Deputy SENDCO attends all these meetings therefore the primaries are able to inform the college of any students who have Special Educational Needs or Disabilities. Alongside these meetings, the SENDCO or Deputy SENDCO attends all annual review meetings of students with a statement or Education Health Care Plan (EHC Plan) from Year 5 onwards. In order to ease the transition process, we try to involve all SEND students highlighted by the primaries in a number of transition visits and a program of activities from the January of Year 6.

Prior to the students starting in Year 7, all staff are issued with a provisional Year 7 Inclusion Register. This document includes all the key information staff need to be aware of and is reviewed and amended after October half term. Staff are also provided with a more detailed profile of needs and strategies of support for students with a statement or EHC Plan. Following October half term, the department holds an Information Evening for all parents of any Year 7 student on the Inclusion Register. The evening gives the department an opportunity to showcase the interventions we have on offer and explain how we monitor and review the impact of this on each individual student.

Regular discussions with parents to review students' progress and targets will take place formally at least twice a year. Students who have Statements of Special Educational Needs or EHC Plans will be taught with some in-class support from Teaching Assistants and some students may have additional specialist teaching.

The progress of all SEND students will be monitored closely and all students with a statement will be reviewed annually. The college has a SENDCO, a Deputy SENDCO, an Assistant SENDCO and a large team of Teaching Assistants including four HLTAs (Higher Level Teaching Assistants). The college also receives support from the Local Authority through the Educational Psychologist and also a private SEN consultant who assesses students for a variety of needs including specific exam access arrangements.

Any parent who has children with Special Educational Needs is particularly welcome to contact Mr Midgley or Miss Sellers at the college to discuss those needs and the provision the college has to offer. If you would like to have a copy of our Policy for Inclusion Services, please contact the college

## **ATTENDANCE POLICY**

We want all students to enjoy playing their part in making the college successful. We strive for an environment which enables and encourages all members of the community to aim for excellence. Full attendance allows students to achieve the greatest benefit from their education and it is therefore vital for all students to attend regularly, on time, every day the college is open (unless the reason is unavoidable). Any absence affects the pattern of a student's schooling and regular absence will seriously affect learning. Parents/Carers have a legal responsibility to ensure their child's regular attendance at school and permitting absence from school without good reason creates an offence in law and may result in prosecution.

### **Promoting Regular Attendance:**

Parents/Carers, students and staff have a responsibility in ensuring regular patterns of attendance. The college will:

- Ensure regular information to parents and carers is available.
- Include Attendance information on all reports home.
- Value and reward excellent attendance in college regularly.
- Ensure that open contact to pastoral staff with a responsibility for maintaining excellent patterns of attendance

## **PUPIL PREMIUM FUNDING**

Students who are in receipt of free school meals (or have been in the last 6 years) are supported in college with additional funding called the Pupil Premium. The overall budget to support these students across all years is initially £267,000 for academic year 2016/17. This money allows the Senior Leadership Team and Progress Leaders to focus intervention support where it is needed to narrow the achievement gap between pupil premium students and non-pupil premium students. The college has invested in intervention staff to support pupil premium students in the core subject areas and alongside support in the classroom, these staff will work with staff in the Progress Support Area to close action plans in Key Stage 4 and support subject teachers with intervention in Key Stage 3. The funding is also used to support pupil premium students with extra resourcing, as well as support with ensuring good attendance and where necessary, mentoring to develop social skills, literacy and other personal support issues. More information on the pupil premium spending and its impact can be found on the college website. Additional funding of £19,500 is available to support intervention for Year 7 students to help them to be making the same level of progress as their peers

## **CHARGING POLICY**

A copy of the college Charging and Remissions Policy is available on the college website.

## **BEHAVIOUR AND DISCIPLINE**

### **GOVERNORS' WRITTEN STATEMENT OF GENERAL PRINCIPLES FOR AN OVERALL BEHAVIOUR AND DISCIPLINE POLICY**

1. The college aims to provide for all students a caring, disciplined and stimulating environment in which learning challenges all individuals.
2. The College Policy on Behaviour and Discipline is designed to ensure that the college is a well organised and hard-working community and that each individual is able to develop fully and acquire high standards of self-discipline and a proper respect for authority. Discipline should be firm but fair.

3. The positive and constructive rules of conduct agreed with students and staff are that:
- All members of the community should seek to develop their own learning and that of others
  - All members of the college community should ensure their own safety and that of others
  - All members of the community should show respect for their own and others' property
  - All members of the community have a responsibility to see that the Code of Conduct is followed.
4. Good discipline is best achieved by praise and encouragement, mutual respect between staff and students, appropriate learning situations and high expectations - the college will have a system of rewards devised to motivate and reward the differing age groups. However, unsuitable behaviour will be dealt with in the first instance by the form tutor and subject teacher. Punishments given in school will range from a firm reminder to extra work, detention at lunchtime or after school. More serious behaviour will be dealt with by senior staff – they may put a student on report, withdraw them from lessons, or the Headteacher may, in serious cases, exclude them from school - for a fixed term or permanently. Students who need support with improving behaviour are referred to the Inclusion Department.

## **BEHAVIOUR AND DISCIPLINE POLICY**

The college continues to make progress in improving behaviour in and around the college. The vast majority of students are very well behaved and should be commended. This was noted by the Ofsted Inspectors. Taking a firm but fair approach to discipline is vital in ensuring that all students can thrive in their studies. The College Behaviour Code is located in each classroom and students are regularly reminded of its contents. There is an emphasis on self-discipline with a structured rewards points noted on reports, as well as rewarded by activities arranged by Progress Leaders.. There are a range of sanctions for dealing with incidents of poor behaviour including evening detention, isolation from lessons and exclusions (fixed term and permanent).

The college uses a common structure for giving warnings and sanctions called **CONSEQUENCES**. **This is explained to students and staff regularly to ensure consistency.**

The college has a 'zero tolerance' approach to violence, insolence towards staff, repeated disruption and bullying. Exclusion is used for serious 'one-off' incidents including dangerous behaviour or where there are repeated breaches of the behaviour code. Exclusion may also be used for open defiance of the college regulations.

## **ILLEGAL SUBSTANCES**

Illegal substances are strictly banned and any student dealing/providing, in possession of, or under the influence of illegal substances on the college site will almost certainly be permanently excluded. Any information regarding substance abuse provided by students, parents or members of the public will be dealt with in the strictest confidence. We believe that the 'zero tolerance' approach to illegal substances is the only effective policy and is fully supported by the vast majority of parents (and students). The college also shares information and works closely with the local police and Safe Communities East Riding.

## **WEAPONS**

Weapons of any type are strictly banned and any student found in possession of an offensive weapon (including any type of knife) will almost certainly be permanently excluded. There are quite simply no excuses for carrying such items and all parents/carers are asked to discuss these issues at home.

## **SMOKING**

Smoking is strictly banned on the college site. In addition, any student found to be smoking within the vicinity of the site will be punished and this could include exclusion. Students seen smoking near the site bring the college into disrepute and this will not be tolerated.

## **SAFEGUARDING**

At South Holderness Technology College we strive to provide the very highest standards of education and pastoral support for the children in our care. We recognise both our legal and our moral responsibilities for the care and protection of all children.

If we become concerned about a possible risk to the health or welfare of your child, we will try to discuss those concerns openly with you. Then we will work as much as possible in partnership with you to find a solution. However, we do have a legal obligation to follow current child protection procedures. Sometimes this will mean sharing our concerns with Social Services or other agencies. In the best interests of all children, we believe it is better to risk being overcautious than to risk harm being caused to a child. We hope parents share and support this philosophy, even though occasionally mistakes will be made and we hope parents will accept that South Holderness Technology College would not act maliciously or thoughtlessly in this regard.

If you would like further information, please see the college's child protection policy.



# COLLEGE DRESS CODE YEARS 7 – 11

- The wearing of uniform gives every student a sense of identity, equality and discipline as a member of the college community. It also encourages students to feel a sense of pride and a sense of belonging to the college. In addition the uniform sets clear expectations, ensures health and safety and provides a conducive learning environment for all students in preparation for their future working life.
- If at any time there are any queries regarding permitted styles, parents should contact the college, particularly prior to purchasing garments. If any parents are experiencing difficulties regarding the uniform again, please contact the college without delay.
- **Black Blazer with official SHTC college logo**, purchased from the college ([www.shtc.org.uk](http://www.shtc.org.uk)) or from *Price and Buckland* ([www.price-buckland.co.uk](http://www.price-buckland.co.uk)) our college uniform provider.
- **Trousers: plain black, full length, tailored trousers.** Belts must be plain black and with a small buckle. (Please note that the following are not permitted: cords, jeans or jean style, brushed denim, combat style trousers/multiple pockets, ski pants/leggings or other tight fitting styles, trousers with extreme hipster styles, or other patterned styles\*).
- **Skirt: plain black straight knee length tailored skirts.** (The same standards apply to skirts regarding material and styles as with the trousers)
- **Shirt/Blouse:** cotton style shirt/blouse to be worn, optional short sleeve versions for summer months.
- **Tie:** designated SHTC clip on tie, is available from the college ([www.shtc.org.uk](http://www.shtc.org.uk)) or *Price and Buckland* ([www.price-buckland.co.uk](http://www.price-buckland.co.uk)) our college uniform provider.
- **Tights:** plain styles only (skin tones or black).
- **Socks: Plain black** should be worn with trousers and **white/black** socks may be worn with skirts.
- **Footwear: plain black shoes** (no logos) offering suitable protection in the laboratories or workshops. **Canvas shoe style/trainers are no longer acceptable.** For Health and Safety reasons we cannot allow the wearing of open sandals or high heels of any type (including platform soles). Please note that the wearing of **sports trainers is not permitted at any time whilst on the site except for PE/Games lessons.** The only exceptions are for certified medical reasons which must be supported by a medical certificate (to be carried at all times).
- **Outdoor coat: only serviceable and sensible outdoor coats may be worn.** (Denim jackets are not permitted.) All coats must be removed for lessons, in year areas and dining areas.
- **Hats:** may only be worn outside and must be removed immediately on entry to the building. Hats should be sensible and appropriate\*.

## PE Kit

- Royal blue t-shirt with logo (purchased from the college)
- Royal blue training top with logo and/or Royal blue sweatshirt with logo (purchased from the college)
- Navy blue shorts (can be purchased from the college)
- Navy blue tracksuit bottoms
- Swimming trunks/lycra shorts (boys) or one piece swimsuit (girls)
- Trainers as well as Football/hockey/rugby boots with moulded or plastic studs (**must** be worn on grass and the 3G pitch for health and safety reasons)

## COLLECTIVE WORSHIP POLICY

The college Collective Worship Policy has the following aims:-

- To provide for students' spiritual development and to contribute to their social, moral and cultural development where possible through the theme of the assembly;
- To offer space in the day for reflection, prayer, meditation and silence;
- To offer opportunities to worship God;
- To underpin the values and ethos of the college;
- To enable students to explore their own beliefs;
- To provide insights into Christian beliefs whilst not excluding students with backgrounds in other faiths.

## HOMEWORK POLICY

The college is committed to homework as an essential part of the learning process. Homework is work that is set to be done outside the timetabled curriculum and is compulsory. Without independent study, students are unlikely to achieve their potential. Homework extends the challenge to students and ensures that teaching time in the college is used to maximum effect.

At South Holderness Technology College, homework is set for the following purposes:-

- to encourage students to develop the skills, confidence and motivation to work independently and take more responsibility for their own learning;
- to allow practice of work done in class;
- to extend school learning and allow students the chance to study something in more depth;
- to develop skills in reading and research, making use of libraries and other learning resources;
- to allow preparation for future classwork;
- to give parents the opportunity to share and support students' learning;
- to manage the particular demands of courses, especially at examination level.

All students have a planner which they must have with them in all lessons to record their homework. Tutors and parents are asked to check and sign these at least every two weeks.

## THE AMOUNT OF HOMEWORK

A Homework 'Framework' will be published annually for each Year group 7-11.

The time spent on homework will vary from day-to-day. The quality of homework is more important than the quantity of work set, but the following times are a general guide:

### DAILY AVERAGES – guide

Year 7 and 8	-	45 to 90 minutes per college day
Year 9	-	60 to 120 minutes per college day
Year 10 and 11	-	90 to 150 minutes per college day
Year 12 and 13	-	Approx 3 to 4 hours per college day (incl private study time).

### WEEKLY AVERAGES – guide

Year 7 and 8	-	5 to 6 hours per week
Year 9	-	6 to 7 hours per week
Year 10 and 11	-	8 to 10 hours per week
Year 12 and 13*	-	Approx 15 hours per week

\*NB: In the Sixth Form students are expected to spend up to 4 hours per week on homework for each AS subject and 5 hours per week on each A2 subject. This also includes private study time whilst at the college.

Homework across all years will usually be set on a weekly basis. However there are times when it is not appropriate. In addition, some subjects may set extended projects over longer periods of time.

## **TYPES OF HOMEWORK**

There will be many types of homework and not all will be written homework. Examples include investigations, reading, research, drawing, interviews, public library visits, designing, simple experiments, cooking, drafting, revision, essay writing, making a model, report writing, coursework, preparing a presentation, projects, or occasionally finishing off work begun in class.

Each subject department will plan homework linked to their programme of study. Some homework may focus on enrichment and skills so may not link directly to work in class.

Departments are increasingly using the ICT 'Moodle' system as a 'portal' for homework tasks. This can be accessed via the college website.

In the case of student with Special Educational Needs, guidance from the Head of Learning Support will be given to departments.

## **COLLEGE CATERING PROVIDED BY MELLORS CATERING CONTRACTORS**

### **Our service is as follows:**

A **BREAKFAST SERVICE** is available in the Lower School Dining Room from 8.00 – 8.30 am (closed on Mondays). The menu includes hot and cold drinks, cereals, yoghurts and fruit, along with bacon or sausage sandwiches, toast, bagels, muffins and crumpets.

### **MID MORNING BREAK 11.00 to 11.25am**

A variety of breakfast items such as toast, cereals, hot paninis, bacon rolls, muffins. Also freshly prepared sandwiches, salads and pasta pots, fruit and yoghurts, cold drinks and milk shakes.

### **LUNCH SERVICE**

Healthy meal deals are available priced from £2.10 for a jacket potato meal deal; £2.20 for a vegetarian meal deal to £2.30 for a roast dinner meal deal. Freshly prepared sandwiches, salads and pasta pots are available in our chilled display fridge, along with baked potatoes with an assortment of fillings; hot puddings and freshly baked biscuits or scones together with fruit, yoghurts, jellies and ice cream.

**PACKED LUNCHES** are eaten in the Y7 & Y8 Crofters area and the Upper School Dining Room.

### **PARENT PAY**

The College accepts payments online for school meals using the secure website called Parent Pay. Many parents are using this system which ensures all money transactions are safe and secure and avoid students having the responsibility for carrying money into college. All parents should have received a unique password: however, if this has been misplaced and parents wish to use Parent Pay, please e-mail Mrs Blood: [bloodj@shtc.org.uk](mailto:bloodj@shtc.org.uk) who will arrange for another password to be sent.

**TERM DATES 2016/17**  
**(correct at time of printing)**

	<b>Autumn 2016</b>	<b>Spring 2017</b>	<b>Summer 2017</b>
<b>open</b>	Weds 7 Sept	Weds 4 Jan	Mon 24 Apr
<b>close</b>	Fri 21 Oct	Fri 17 Feb	Fri 26 May
<b>open</b>	Mon 31 Nov	Mon 27 Feb	Mon 5 Jun
<b>close</b>	Fri 16 Dec	Fri 17 Apr	Fri 21 Jul